

Model Programs and Practices

Setting Standards for ROCPs

Application Packet 2002-2003

Model Programs and Practices Application Transmittal Page

Applications must be postmarked on or before December 6, 2002

Submit five (5) copies and Word diskette to:

California Department of Education
Office of Regional Occupational Centers and Programs
1430 N Street, Suite 4503
Sacramento CA 95814
Attn: Clay Mitchell

ROCP County Code

District Code

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ROCP name: _____

Street address, room or suite: _____

City and zip code: _____

Phone: () _____ Fax: () _____

E-mail address: _____

Name of Supt/Director/CEO: _____

Contact person: _____ Title: _____

Certificated staff to serve on application review panel and site visit team: _____

Name

Indicate by checking the appropriate box which instructional program or administrative system you are submitting for recognition as a model practice. You may nominate ONE program from Instructional Program and ONE from Leadership and Administration but they need to be submitted in separate applications.

Instructional Program

☐ Instructional Program: _____
Name of course, career cluster, or course sequence

Leadership and Administration (Check one only.)

- ☐ Business Services
- ☐ Organizational Structure
- ☐ Personnel Services
- ☐ Program Accountability
- ☐ Student Support Services

I understand that, in submitting this application, I am agreeing to release, and pay the expenses of, one certificated person from this ROCP to serve both on the application review panel and site visit team.

Signature of Superintendent/Director/CEO

Date

Model Programs and Practices Setting Standards for ROCPs Application Checklist

- _____ Model Programs and Practices Application Transmittal Page Summary Scoring form
 - _____ One-page overview of program that summarizes those aspects of the program that make it exemplary
 - _____ Completed Model Programs and Practices Application Form
 - _____ List of stakeholder or advisory committee members, including business, community, student and faculty
- If submitting an application for an instructional program, also include the following:
- _____ Course schedule/catalogue showing all ROCP course offerings
 - _____ Course outline
- _____ Five-page (maximum) appendix with relevant information, such as follow-up and evaluation data, success rates, professional development data, etc.
 - _____ Five copies postmarked on or before *December 6, 2002*
 - _____ Electronic Disc Copy in Word Office 2000

Directions:

The application should show how your program fits the following definition of a model program and practice:

- Demonstrates *exemplary* and replicable qualities
- Meets needs of the local community
- Offers relevant, coherent curriculum that reflects industry and state standards, as well as career preparation standards
- Links learner goals to program accountability
- Includes all stakeholders in leadership and planning
- Incorporates curriculum and instruction that best meets the needs of the students

The application should address all indicators in the area in which you are applying. In completing the application form, list to the right of the criterion very specific examples of how your program addresses/includes the described items. The application must be typed. Applicants are encouraged to respond within the space provided, but may exceed it if necessary. For convenience, all application forms are available on the CAROCP website <<http://www.carocp.org>>.

If you are applying both within the Instructional Program and Leadership and Administration categories, you must submit **two separate** applications.

Do not submit the 'sample measures'/rating pages themselves (i.e., the pages opposite the rubric for each indicator). These are for your use only.

Model Programs and Practices Summary Scoring Form

ROCP: _____

Contact person: _____ Telephone : _____

Directions: Transfer scores from scoring criteria sheets to appropriate categories. Within each section, divide the score by the number of indicators and enter in Average Rating box.

Instructional Program

Curriculum & Instruction

Score

- | | |
|-------------------------------------|-------|
| I. Curriculum Plan | _____ |
| II. Lesson Organization | _____ |
| III. Workplace Requirements | _____ |
| IV. Positive Classroom Climate | _____ |
| V. Appropriate Materials | _____ |
| VI. Responsiveness to Student Needs | _____ |
| VII. Lifelong Learning | _____ |
| VIII. Instructional Innovation | _____ |

Student Accomplishments

Score

- | | |
|-----------------------------|-------|
| I. Student Leadership | _____ |
| II. Student Goal Attainment | _____ |
| III. Student Success | _____ |

Community Involvement & Collaboration

Score

- | | |
|--|-------|
| I. Interagency Collaboration | _____ |
| II. Advisory Committees | _____ |
| III. Business Partnerships & Work-based Learning | _____ |

Instructional Program Average Rating

Leadership & Administration

Business Services

- I. Budget
- II. Inventory
- III. Student Data Collection

Score

Business Services Average Rating

OR

Organizational Structure

- I. Organizational Chart
- II. Written Philosophy
- III. Governing Board
- IV. Effective Communications
- V. Public Relations & Comm Outreach

Score

- VI. Business Involvement
- VII. Staff Rights & Responsibilities

Score

Organizational Structure Average Rating

OR

Personnel Services

- I. Staffing
- II. Positive Work Climate
- III. Professional Development
- IV. Staff Evaluation

Score

Personnel Services Average Rating

OR

Program Accountability

- I. Course Review
- II. Follow-up Study
- III. Advisory Committee

Score

Program Accountability Average Rating

OR

Student Support Services

- I. Recruitment Plan
- II. Career Guidance
- III. Student Placement
- IV. Support Services
- V. Employment Literacy

Score

Student Support Services Average Rating

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CURRICULUM AND INSTRUCTION

Indicator I. The organization and content of the instructional program indicate that the curriculum is responsive to student needs, is aligned with the appropriate model and industry standards, and is reflective of labor market needs.

Model Programs and Practices Rubric	Narrative with Specific Evidence
The curriculum is aligned with industry standards and state frameworks. The course outline includes all elements of the model course outline template and clearly defines competencies.	
Each instructor has as copy of the course outline for the courses taught and the lessons observed and all class sections clearly relate to this outline.	
There is a process in place to review curriculum at pre-determined intervals to ensure responsiveness to labor market needs and current and emergent career trends.	
If the course is part of a sequenced career pathway, its place in the sequence is clearly indicated.	

CURRICULUM AND INSTRUCTION

Indicator II. Lessons are effectively organized and delivered.

Model Programs and Practices Rubric	Narrative with Specific Evidence
<p>The instructor has a written plan that guides the lesson, delivers material using a variety of modalities, and remains focused on lesson goals.</p> <p>Sufficient time is allocated to meet objectives. Connections are made prior to learning and future instruction so students better understand the material and are aware of a sequence of competencies.</p>	
<p>There is a clear, logical and articulated sequence of learning experiences using a variety of activities and resources, whether instruction is teacher-directed or modularized for open-entry, open-exit. Pacing is appropriate and students are engaged.</p>	
<p>There is evidence of ongoing assessment of student learning and, when appropriate, the instructor makes adjustments to meet individual student needs, abilities, and learning styles.</p>	

CURRICULUM AND INSTRUCTION

Indicator III. Lessons reflect the entire scope of workplace requirements including academic applications, skills for workplace success, all aspects of the industry, and industry-specific technical skills.

Model Programs and Practices Rubric	Narrative with Specific Evidence
Clear objectives are evident for each lesson, and these objectives are transferable to current workplace situations and reflective of all aspects of the industry. Instructors and students discuss or identify the objectives and applications of each lesson, and there are consistent opportunities for practice.	
The content of lessons integrates technical, academic, and/or workplace success skills, including safety, math, communication, problem solving, job search, ethics, teamwork/interpersonal skills, and respect for diversity.	
Students have opportunities for remediation in basic skills, including reading, writing, math, and English communications.	

CURRICULUM AND INSTRUCTION

Indicator IV. A positive classroom climate ensures effective student learning.

Model Programs and Practices Rubric	Narrative with Specific Evidence
Class climate reflects mutual respect between in instructors and students. Instructors model respect for, and sensitivity to, student differences in the classroom. Classroom climate simulates a positive work environment, including clear insistence on respect for individual differences, gender equity, open communication, and opportunities for teamwork, individual initiative, and responsibility.	
Instructors make a concerted effort to encourage active participation by all students, and provide feedback and positive reinforcement. All students in classes are on task and appear to be engaged in the learning activities, which are varied.	
Instructors continually make instructional adjustments based on monitoring of student performance. The instructors assist, when necessary, using a variety of effective questioning and other monitoring techniques. Explanations are clear, and transitions between activities are smooth.	

CURRICULUM AND INSTRUCTION

Indicator V. The instructor uses appropriate instructional materials.

Model Programs and Practices Rubric	Narrative with Specific Evidence
The instructional materials are carefully selected and in all cases support lesson objectives. The materials are of a suitable length to allow completion, and the content reflects the real world of work, including workforce diversity. There is a close match between the materials and lesson objectives, and academic applications and workplace success skills are included. There are enough materials for all students to use.	
The assorted materials address a variety of reading levels, and students with special needs are accommodated. Where possible, alternative materials are available and used with different groups of learners at different levels of proficiency.	
Instructors do not rely solely on texts for classroom instruction and supplement texts with related materials and activities including technology.	

Model Programs and Practices: CURRICULUM AND INSTRUCTION

CURRICULUM AND INSTRUCTION

Indicator VI. A variety of instructional strategies and an awareness of individual student learning styles lead to an effective learning environment that allows each student the opportunity for success.

Model Programs and Practices Rubric	Narrative with Specific Evidence
Instructors use a variety of instructional strategies, such as grouping, cooperative, learning, computer-assisted instruction, and tutoring, depending on the objectives of the lesson, class size, and student needs or interests. These strategies challenge students to use problem solving and higher order thinking skills.	
Instructors have clearly planned lessons and address a variety of learning modalities (i.e. auditory/visual/ tactile/kinesthetic). The modalities clearly fit the learning objectives.	
Technology supports both academic and technical learning objectives.	

CURRICULUM AND INSTRUCTION

Indicator VII. Classroom instruction is directed toward preparing students for productive careers and fostering positive attitudes toward lifelong learning.

Model Programs and Practices Rubric	Narrative with Specific Evidence
Classroom instruction provides information about career pathways, career ladders and opportunities, post-secondary articulation agreements, and requirements for successful employment and promotion within the field, including essential technical and workplace success skills, as well as the need for lifelong learning.	
Pre-employment skills, such as communication, problem solving, and interpersonal and job search skills, are part of the program's curriculum plan.	
All students develop portfolios and are given assistance in portfolio completion.	

Model Programs and Practices: CURRICULUM AND INSTRUCTION

CURRICULUM AND INSTRUCTION

Indicator VIII. Leadership provides tangible support for instructional innovation.

Model Programs and Practices Rubric	Narrative with Specific Evidence
Instructors participate in decision-making processes concerning curriculum and instruction. Administration encourages, supports, and recognizes instructors' creativity and innovation that lead to improved student achievement.	
Instructors have access to necessary materials and the freedom to propose and implement new methodologies.	

Model Programs and Practices: CURRICULUM AND INSTRUCTION

STUDENT ACCOMPLISHMENTS

Indicator I. The program fosters development of student leadership skills.

Model Programs and Practices Rubric	Narrative with Specific Evidence
The program encourages the development of student leadership skills through a variety of activities in and out of the classroom, such as cooperative classroom projects, community projects, career fairs, internships or other work-based learning opportunities, mentorships, and membership and participation in vocational student organizations and activities.	
Instructors stress the importance of leadership as a workplace success skill, and the program formally recognizes these student accomplishments.	

Model Programs and Practices: STUDENT ACCOMPLISHMENTS

STUDENT ACCOMPLISHMENTS

Indicator II. Learners demonstrate progress toward attainment of skills that support their identified career needs and goals.

Model Programs and Practices Rubric	Narrative with Specific Evidence
Progress is documented on a continuing basis using a variety of assessment measures that validate attainment of competencies, including technical, workplace success, and academic skills.	
In addition to traditional testing, instructors use a number of alternative assessments, including performance-based assessment, group and individual projects, portfolio development, written scenarios/case studies, learning logs/journals, role plays, and simulations.	
Instructors assess students at regular intervals, provide constructive and corrective feedback to students, and use assessment results to redesign lessons and diagnose student needs. Instructors also provide opportunities for student reflection and self-evaluation.	
Assessment is evident in daily instruction, and achievement in career preparation standards is stressed equally with technical competency.	
Students are given checklists of course competencies/objectives against which they can measure their own progress.	

Model Programs and Practices: STUDENT ACCOMPLISHMENTS

STUDENT ACCOMPLISHMENTS

Indicator III. Learners complete program requirements that allow them to (re)enter the workforce and/or continue their education or training.

Model Programs and Practices Rubric	Narrative with Specific Evidence
There is evidence of student advancement through the program in the form of related job placement, certificates of completion, certification, and/or articulation to advanced programs. Instructors teaching the same course have reached agreement on requirements for the issuing of certificates.	
There is a systematic effort to collect data from both completers and non-completers, and this information is shared with staff and used for program improvement, validation, and promotion. Data on student achievement is evaluated to ensure that all student populations are reaching expected performance levels and benefit from instructional practices.	

Model Programs and Practices: STUDENT ACCOMPLISHMENTS

COMMUNITY INVOLVEMENT AND COLLABORATION

Indicator I. The program enters into formal and informal partnerships with other educational agencies to support student achievement.

Model Programs and Practices Rubric	Narrative with Specific Evidence
The program collaborates with other educational agencies to maximize opportunities for student achievement.	
Course sequences have been aligned with high schools and/or colleges to create career pathways, and instructors are encouraged to work together to integrate curriculum. There are formal articulation agreements with local community colleges that result in the granting of college credits or advanced placement for ROCP courses, and a process in place to transition students smoothly.	
Other benefits of collaboration may include academic credit for ROCP classes where appropriate.	

Model Programs and Practices: COMMUNITY INVOLVEMENT AND COLLABORATION

COMMUNITY INVOLVEMENT AND COLLABORATION

Indicator II. Active involvement of industry advisory committees ensures an understanding of labor market needs and alignment of the program's curriculum with current industry standards.

Model Programs and Practices Rubric	Narrative with Specific Evidence
There is evidence of ongoing involvement of a representative group of industry advisors that shares expertise with the program in the form of curriculum development, labor market information, technology and materials advisement, instructor mentoring, safety regulations, apprenticeships, and other industry-specific issues. This group also annually reviews, discusses, revises, and approves the curriculum. Former students are involved in annual curriculum review meetings, and current students are invited to meetings with industry representatives.	

Model Programs and Practices: COMMUNITY INVOLVEMENT AND COLLABORATION

COMMUNITY INVOLVEMENT AND COLLABORATION

Indicator III. The program collaborates with local businesses to provide meaningful work-related learning opportunities for students, including work-based learning, where appropriate.

Model Programs and Practices Rubric	Narrative with Specific Evidence
The program collaborates with businesses to provide meaningful work-related learning opportunities, such as guest speakers, projects, field trips, curriculum development, and even mentoring/job shadowing. These activities include student preparation for the activity and related follow-up assignments.	
<p>The program enters into formal agreements with business and industry to provide sites for meaningful work-based learning, where appropriate.</p> <p>In these instances, there is a clear connection between classroom instruction and workplace learning, and the instructor and work-site supervisor cooperatively develop, implement, and monitor student training plans. The instructor carefully documents visits and provides students with constructive and corrective feedback. Most students participate in these opportunities.</p>	

BUSINESS SERVICES

Indicator I. The budget supports student learning and appropriate stakeholders provide input into the development of the ROCP budget.

Model Programs and Practices Rubric	Narrative with Specific Evidence
The program follows current CDE accounting practices and policies.	
Budgetary decisions include appropriate stakeholders and are based upon needs for both current and future years.	
Funding allocations for facilities, equipment, instructional materials, and supplies clearly support student learning.	
There is evidence that other funding sources are considered, as appropriate.	

Model Programs and Practices: BUSINESS SERVICES

BUSINESS SERVICES

Indicator II. There is an inventory system in place that meets CDE policies and procedures and that is updated annually.

Model Programs and Practices Rubric	Narrative with Specific Evidence
<p>An inventory system is in place that meets requirements of both governing board and CDE policies and procedures. Inventory is updated annually to reflect current location and status of all items. All staff are held accountable for inventory management as assigned.</p>	

Model Programs and Practices: BUSINESS SERVICES

BUSINESS SERVICES

Indicator III. The program's data collection supports student learning by providing accurate data for program evaluation and for needed reports.

Model Programs and Practices Rubric	Narrative with Specific Evidence
<p>The data collection system includes all data elements necessary to complete mandated reports.</p> <p>Additionally, a broad array of disaggregated data is used to evaluate student achievement, program quality, curriculum development, and administrative support for the purpose of continuous program improvement. The governing body regularly reviews this data.</p>	

Model Programs and Practices: BUSINESS SERVICES

ORGANIZATIONAL STRUCTURE

Indicator I. The program has an organizational chart that supports student learning by delineating the leadership roles and responsibilities of all staff and appropriate stakeholders.

Model Programs and Practices Rubric	Narrative with Specific Evidence
The organizational chart supports student learning by clearly identifying leadership roles and responsibilities of all staff and appropriate stakeholders.	
There is an annual, systematic process involving all appropriate staff and stakeholders to formally review and revise the organizational chart. After the annual review, the chart is distributed to all staff and stakeholders.	

ORGANIZATIONAL STRUCTURE

Indicator II. The organization develops, adopts, and annually reviews a written philosophy, supported by a mission statement and goals, that focuses on student learning.

Model Programs and Practices Rubric	Narrative with Specific Evidence
A written philosophy that addresses all key elements of the program and focuses on student learning, supported by a mission statement and goals, is adopted by the governing board.	
There is an established process that includes the participation of appropriate stakeholders to annually review and revise the philosophy, mission statement, and goals.	

Model Programs and Practices: ORGANIZATIONAL STRUCTURE

ORGANIZATIONAL STRUCTURE

Indicator III. The governing body promotes student learning in all schools and districts served by the program.

Model Programs and Practices Rubric	Narrative with Specific Evidence
The governing body understands its responsibility as a policymaking body, and demonstrates that understanding by adopting policies and procedures that support a student-centered philosophy.	
The governing body supports the concept of the ROCP as a regional educational provider by considering educational and fiscal issues that promote student learning for students in all participating schools and districts.	
There is an established process for open communication between stakeholders and the governing body.	

Model Programs and Practices: ORGANIZATIONAL STRUCTURE

ORGANIZATIONAL STRUCTURE

Indicator IV. There is evidence of effective communications and working relationships among the ROCP, participating districts, and community stakeholders.

Model Programs and Practices Rubric	Narrative with Specific Evidence
District and community stakeholders provide input into program development, budgetary considerations, appropriate personnel matters, and accountability measures. There is a documented process through which stakeholders can provide input into the development of appropriate policies and procedures. Stakeholders can distinguish their roles as either advisors or decision-makers.	

ORGANIZATIONAL STRUCTURE

Indicator V. Public relations and community outreach activities build community awareness and encourage community support for student learning.

Model Programs and Practices Rubric	Narrative with Specific Evidence
The program develops a plan annually and implements public relations and community outreach activities throughout the year.	
A staff member is designated to provide leadership for plan development, and resources are identified to support the plan.	
Public relations and community outreach materials are distributed throughout the year to ensure broad public awareness of ROCP programs. Scheduled evaluation activities are conducted, with results formally collected and used in planning.	

ORGANIZATIONAL STRUCTURE

Indicator VI. The program leadership actively seeks the involvement of business in the educational process.

Model Programs and Practices Rubric	Narrative with Specific Evidence
Program administration formally collaborates with businesses to promote student learning and recognize student achievement.	
Meaningful work-related learning opportunities for students and/or instructors are provided as part of business partnerships.	
Benefits of these partnerships may also include material contributions.	

Model Programs and Practices: ORGANIZATIONAL STRUCTURE

ORGANIZATIONAL STRUCTURE

Indicator VII. Written policies delineating rights and responsibilities of staff and students contribute to a positive environment.

Model Programs and Practices Rubric	Narrative with Specific Evidence
The governing body assures that there are written policies, procedures, and guidelines delineating student and staff rights and responsibilities and that due process procedures are clear and accessible.	
Both new students and new employees are advised (in writing or orally) of their rights and responsibilities and of sources of help.	
Administrators are trained to assist staff and students in accessing due process, and conflicts are handled expediently and at the local level wherever possible.	

Model Programs and Practices: ORGANIZATIONAL STRUCTURE

PERSONNEL SERVICES

Indicator I. There are qualified certificated and support staff necessary to sustain programs and promote student learning.

Model Programs and Practices Rubric	Narrative with Specific Evidence
There is a planned and defined recruitment, selection, and termination process that includes participation of district and program personnel.	
There are adequate numbers of certificated and support staff, including substitutes, available to support the learning environment.	
Staff have the background, experience, and qualifications necessary to perform their jobs.	
Assistance is provided to individuals in obtaining and renewing credentials.	

PERSONNEL SERVICES

Indicator II. There is a safe, supportive, and positive work climate that results in a learning environment that promotes student success.

Model Programs and Practices Rubric	Narrative with Specific Evidence
The administration, instructional staff, and support staff work together to create a safe and positive environment for learning. Employees feel that the program is a good place to work because instructors receive adequate assistance from support staff in curriculum, guidance and clerical services.	
There are opportunities for networking within and outside of the organization, and there is a cooperative relationship between the on-campus program instructors and school-site staff.	

Model Programs and Practices: PERSONNEL SERVICES

PERSONNEL SERVICES

Indicator III. All staff have opportunities to engage in ongoing professional development that promotes student learning.

Model Programs and Practices Rubric	Narrative with Specific Evidence
Staff and administration jointly create professional development plans that are linked to identified staff needs, program goals and priorities, and greater student achievement.	
Professional development activities are varied to address staff needs and experience, as well as program goals.	
Professional development activities are scheduled at times and locations that allow for maximum participation.	
Opportunities are included to practice newly learned skills, and follow-up mentoring is available.	
New staff members receive orientation, which helps them assimilate the organization policies and procedures.	
There is encouragement and recognition of participation in professional development activities.	

Model Programs and Practices: PERSONNEL SERVICES

PERSONNEL SERVICES

Indicator IV. There is a staff evaluation process that is linked to program goals with a focus on maximizing student learning.

Model Programs and Practices Rubric	Narrative with Specific Evidence
A clearly defined staff supervision and evaluation process, linked to program goals and the promotion of student learning, is conducted annually.	
Evaluations of certificated and support staff adhere to board policies and/or collective bargaining agreements.	
Management staff are trained in evaluation procedures, including observations, conferencing, and due process.	
Staff members participate in developing the criteria by which they will be evaluated.	
Progress is monitored throughout the evaluation period, and assistance is provided to staff members who need it.	

Model Programs and Practices: PERSONNEL SERVICES

PROGRAM ACCOUNTABILITY

Indicator I. The program has a formalized course review system designed to encourage program improvement.

Model Programs and Practices Rubric	Narrative with Specific Evidence
The program has a formalized internal review process that uses information from the annual follow-up study, measures of student achievement, advisory committee minutes, labor market surveys, and other appropriate sources to review all courses.	
Appropriate stakeholders are involved in determining the strategies for program improvement or, if necessary, course suspension.	

Model Programs and Practices: PROGRAM ACCOUNTABILITY

PROGRAM ACCOUNTABILITY

Indicator II. The program annually collects student follow-up data for decision-making purposes and reports results to appropriate stakeholders.

Model Programs and Practices Rubric	Narrative with Specific Evidence
A formalized annual follow-up study includes information about both completers and leavers, and results are reported in writing to the governing board.	
Data are evaluated to ensure that all students benefit from instructional practices.	
There is evidence that an action plan has been implemented in response to the follow-up study data.	
Analysis of data is reported within the following year to appropriate stakeholders.	

Model Programs and Practices: PROGRAM ACCOUNTABILITY

PROGRAM ACCOUNTABILITY

Indicator III. The program has formal subject-area advisory committees whose active membership is comprised predominantly of business and industry representatives. The committees meet to make recommendations for the instructional program.

Model Programs and Practices Rubric	Narrative with Specific Evidence
Advisory committees are formalized with representatives from appropriate business, industry, and community groups.	
They annually validate curriculum, focus on student outcomes, make recommendations regarding instructional equipment and materials, emerging technologies, and work-based learning activities.	
Staff responds in writing to recommended course revisions and distributes minutes in a timely manner.	

STUDENT SUPPORT SERVICES

Indicator I. The program has an effective student recruitment plan.

Model Practice Rubric	Narrative with Specific Evidence
Information about program offerings and services is available to the public in a variety of formats, including through appropriate technology, and may be available in more than one language.	
Program prerequisites and fees are specified prior to enrollment.	
The program has delineated marketing strategies that support student recruitment of various populations, including written material, electronic dissemination of information, and related activities.	
Marketing efforts occur throughout the year and involve all appropriate staff, and information is updated regularly.	
Students are informed of post-secondary articulation agreements.	

STUDENT SUPPORT SERVICES

Indicator II. The program provides all students with access to career guidance information and services.

Model Programs and Practices Rubric	Narrative with Specific Evidence
Career guidance is a major focus of the program. Both high school and adult students are provided with adequate information to establish and accomplish individual career goals. Educational, business, and community resources provide support for career guidance information and services as appropriate.	
Students are made aware of appropriate services to assist them, including access to assessment and career guidance, efforts to match individual attitudes, interests, and aptitudes to career requirements/expectations and written and/or electronic information about career ladders, educational/training requirements, the need for lifelong learning, and labor market demands.	
There are evident efforts to give information about, and provide support for, nontraditional career choices.	

STUDENT SUPPORT SERVICES

Indicator III. There is a process to encourage appropriate placement of students in programs consistent with student abilities and goals.

Model Programs and Practices Rubric	Narrative with Specific Evidence
Staff who are responsible for enrolling students are aware of class requirements, recommended prerequisites, fees, and personal attitudes and aptitudes appropriate for success. Staff members work closely with students to ensure appropriate course placement.	
Instructors interact directly with guidance staff to determine appropriateness of student placement.	

STUDENT SUPPORT SERVICES

Indicator IV. Student support services are an integral part of the program and address the needs of a varied student population.

Model Programs and Practices Rubric	Narrative with Specific Evidence
<p>The program provides a variety of services and/or referrals to meet different student needs, including those of special populations. Students and staff can initiate this process.</p>	
<p>Staff members are aware of their responsibility for supporting student success, as appropriate. Instructors are aware of program services and acknowledge and respond to individual student needs both through referrals and through classroom instructional methodologies.</p>	

Model Programs and Practices: STUDENT SUPPORT SERVICES

STUDENT SUPPORT SERVICES

Indicator V. Student support services are an integral part of the program and address the needs of a varied student population.

Model Programs and Practices Rubric	Narrative with Specific Evidence
Students have access to assistance with essential employability skills, job search skills, job placement, and job retention, both in an out of the classroom.	
Community relations efforts support this assistance wherever possible.	

Model Programs and Practices: STUDENT SUPPORT SERVICES